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ABSTRACT

The purpose of the Chapter 1 Early Childhood Education Program in Portland Public Schools is to provide disadvantaged children the experiences needed to ameliorate the disadvantages resulting from their circumstances. This evaluation report of the 1989-90 school year concludes the program's 18th year of operation. The preschool program consisted of two classes per day in three classrooms in one building. Program capacity was 120 students. Students participated in group activities in the classrooms; visited the library weekly; and were taken outdoors to participate in large motor skills development activities. Student skills were evaluated by teachers in the spring and fall. The percentage of students who demonstrated complete mastery of particular skills in the spring evaluation ranged from 4 to 87 percent for language skills, 5 to 78 percent for numerical concepts, 3 to 93 percent for small motor skills, 13 to 53 percent for social development, 45 to 77 percent for art and music, 6 to 95 percent for large motor skills, and 1 to 93 percent for personal welfare skills. Due to inconsistent results caused by changing conditions of program operation, follow-up evaluation studies have been discontinued since 1987, and attention has turned to finding ways to improve the program. An appendix presents the Preschool Student Evaluation Form. (BC)

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Chapter 1 Early Childhood Education Report

1989-90 Year-End Evaluation Report

Kan Yagi
August 1990

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ADMINISTRATIVE SUMMARY

ESEA, CHAPTER 1 EARLY CHILDHOOD EDUCATION PROGRAM

1989-90

The Chapter 1 Early Childhood Education Program in the Portland Public Schools (PPS) consisted of three classrooms located at Peninsula School. Each classroom was staffed with a certified teacher and an aide. Two sessions of two and a half hours were held each day--a total of six classes. The capacity of the program was 120 students, 20 in each class. The building principal provided on-site supervision; a district education specialist and an evaluation specialist provided technical support. During the 1989-90 school year, 118 students were served with a budget of $264,941--a cost of $2245 per student. All students resided in the North Portland area where all schools in the area, except one, are Chapter 1 schools.

Each classroom had arrangements for large, whole group activities and for closely supervised, small group class work. Other areas in the classroom were arranged to accommodate individual or small group activities such as a library, playhouse, sand table, and a variety of games and puzzles. Teachers had access to various audio-visual equipment and the main library. Weather permitting, children were taken outdoors to participate in various large motor activities, e.g., climbing, playing ball.

The curriculum featured skills language, math, small and large motor development, art and music, and personal and social development. Teachers arranged all instructional activities and prepared nearly all of the consumable materials used in the classroom. Program activities alternated between large and small group activities throughout the day. The educational program has remained about the same for many years.

The rating form used to record student achievement includes a large sample of 75 skills in seven skill areas. These skills were similar to those featured in other PPS preschool programs. Norms for evaluating the achievements of preschool students are not available, so results for program students have been accumulated over the years for the purpose of comparison. Ratings of student achievements were made subjectively. Each year, interpretations have been based on trends over the years rather than on results for each year. Although instruction has come to focus more on the development of socially acceptable and educationally worthwhile behaviors than on the mastery of specific skills, results in recent years have shown that more students have achieved mastery of more of the skills than students in previous years. Program improvement will continue to focus on increasing student involvement in educationally worthwhile behaviors.

Return to: Oregon Department of Education
Chapter 1 Program
700 Pringle Parkway SE
Salem, OR 97310-0290

DUE DATE: May 18, 1990

END OF YEAR REPORT
Chapter 1, ESEA Report for 1989-90 School Year

DISTRICT IDENTIFICATION

District Name: Portland Public Schools District 1J

District Address: 501 N. Dixon

Portland OR 97227 County Multnomah

Contact Person Completing Report: Kan Yagi

Phone Number of Contact Person: 249 - 2000 ext 335

PART 1. CHAPTER 1 PARTICIPATION INFORMATION REGULAR SCHOOL TERM

1. Give the number of schools operating Chapter 1 projects. NA

2. Give the number of children eligible to participate in Chapter 1 during the Regular Term. NA Public _____ Nonpublic

3. Give The Number of Chapter 1 participants during the regular term.

   A. By Gender: 67 Male 51 Female 118 Total

   B. By Racial/Ethnic Group:

7	AMERICAN INDIAN OR ALASKAN NATIVE
13	ASIAN OR PACIFIC ISLANDER
14	BLACK, NOT HISPANIC
10	HISPANIC
74	WHITE, NOT HISPANIC
118	TOTAL

   C. By Year of Birth

1968		1975		1982	
1969		1976		1983	
1970		1977		1984	40
1971		1978		1985	78
1972		1979		1986	
1973		1980		1987	
1974		1981		1988	
				TOTAL	118

District Portland Public Schools

D. By Grade and Public / Nonpublic / Local Neglected or Delinquent Designation

Grade	Public	Nonpublic	Local Neglected or Delinquent	Total
Pre-K	118			118
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Total				118

NA E. Of those counted in the total in the lower right hand corner of "D", give the number of students with handicapping conditions.

NA F. Of those counted in "D", give the number of limited english proficient students.

4. Give the number of Chapter 1 participants during the regular term by type of service and Public / NonPublic / Institutional designation.

Service Area	Public	Nonpublic	Local Neglected or Delinquent	Total
Instructional				
Reading	118			
Other Language Arts Not Above	118			
Mathematics	118			
Other (Specify) (see Achievement record	118			
Supporting				
Guidance Social Work				
Health Nutrition				
Pupil Transportation				
Other (Specify)				

District Portland Public Schools

5. Student Status Information

5A. Number (unduplicated count) of regular-term Chapter 1 students.

Grade	Public		Nonpublic		N & D
	Female	Male	Female	Male	
Pre K	51	67			
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total					

Total = 118 (Box A-1)

Total = (Box A-2)

5B. Number of unduplicated students using services by status.

Grade	Public				NonPublic			
	Carried Over From Last Year	New to Program		Exited Students at Grade Level	Carried Over From Last Year	New to Program		Exited Students at Grade Level
Pre K	NA	NA		NA				
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL								

Total = (BOX B-1)

Total = (BOX B-2)

Form 581-2332 (Rev. 9/89)nm/FED1000

District Portland Public Schools

PART II. CHAPTER 1 STAFF INFORMATION

For the Period Covered by this Report: Give the number of staff employed in Chapter 1 projects during the regular term.

Report in Full-time Equivalents by Job Classification.

Job Classification	Full-Time Equivalents
Administrators (Non Clerical)	
Teachers	3.0
Teacher Aides	3.0
Staff Providing Supporting Services (Non Clerical)	0.25
Clerical Staff	1.0
Other (Specify) Evaluation Specialist	0.20

PART III. CHAPTER 1 PROGRAM INFORMATION REGULAR SCHOOL TERM

For the period covered by this report: Give the number of schools subject to school program improvement provisions. NA

Give the number of schools operating schoolwide projects. NA

PART IV. PARENTAL PARTICIPATION

- Number (unduplicated count) of parents of Chapter I students attending the Chapter 1 annual meeting. About 100 (Orientation Meeting)
- Estimated percentage of parents of Chapter I students attending parent-teacher conferences.

  Fall 75

  Winter _____

  Spring 75

- Estimated percentage of parents visiting or observing their child in an instructional setting.

  Visiting NA
  (less than 20 minutes)

  Observing NA
  (20 minutes or more)

Approximate

- Estimated percentage of parents contacted by telephone. NA
- Estimated number (unduplicated count) of documents, (i.e., newsletters, handbooks, packets, etc.) distributed yearly NA

PART V. CHAPTER 1 FINANCIAL INFORMATION

Indicate the estimated expenditures and sources of funds used to support your Chapter 1 program.

Indicate the estimated expenditures and sources of funds used to support your Chapter 1 program.

Chapter 1 Funds	$ 264,941
District Funds	$
Other Funds (Specify) _____	$
Total Funds	$ 264,941

nm/FED1000
09/21/89

Return to: Chapter 1 Program, Oregon Department of Education, 700 Pringle Parkway SE
Salem, OR 97310, Phone: 378-3606

C. CHAPTER 1 EARLY CHILDHOOD EVALUATION FORM

District Name PORTLAND SCHOOL DISTRICT School Name CHAPTER 1 EARLY CHILDHOOD EDUC.

Grade: (Check One)
- X Pre-Kdg.
- ____ Kdg.
- ____ 1st Grade

Subject Matter: (Check one)
- X Reading
- X Language Arts
- X Math
- X Other (specify)

Small and large motor skills, Social Development, Art, Music, and Personal Welfare.

Length of Program: _____ weeks

Pretest: Chapter 1 ECE Achievement Rating Form (Name of Test) 1986 (Edition) (Portland developed) (Form) (Level)

Posttest: Chapter 1 ECE Achievement Rating Form (Name of Test) ____ (Edition) ____ (Form) ____ (Level)

Pretest Date: OCT. 16 Posttest Date: MAY 4

Portion of Test administered:
- ____ Subtest only
- X Total test

Type of score reported:
- X Raw
- ____ Standard

Title of Subtest: _____

Student Information Student Code #	Pretest Score	Posttest Score
1. 101	8	39
2. 102	5	43
3. 103	7	50
4. 104	4	41
5. 105	5	34
6. 106	1	31
7. 107	2	13
8. 108	7	40
9. 109	12	45
10. 110	0	30
11. 111	3	36
12. 112	10	52
13. 113	3	34
14. 114	4	27
15. 115	0	20
16. 116	8	54
17. 117	6	48
18. 118	8	40
19. 119	7	42
20. 120	6	33
21. 121	6	32
22. 122	0	25
23. 123	4	31
24. 124	8	37
25. 125	3	24
Totals:		
Average Score:		

Form 581-2315 (Rev 2/90) [FED828/dc/dsm/cae]

Student Code	Ptetest Score Complete Mastery	Posttest Score Complete Mastery
126	6	46
127	6	46
128	1	25
129	1	22
130	4	29
131	15	45
132	7	39
133	5	44
134	5	43
135	5	29
136	15	34
137	13	48
138	7	32
139	2	13
201	4	48
202	16	48
203	13	54
204	15	41
205	8	49
206	27	64
207	—	19
208	6	32
209	1	18
210	7	30
211	0	1
212	0	27
213	—	26
214	5	45
215	2	21
216	2	34
217	2	41
218	3	41
219	10	65
220	9	60
221	0	21
222	12	52
223	10	45
224	1	24
225	6	46
226	10	55
227	9	46
228	22	53
229	14	51
230	5	37
231	6	41
232	17	39
233	9	45
234	21	56
235	11	44
301	—	12
302	3	13
303	19	33
304	16	42
305	10	23
306	0	21
307	27	28

Student Code	Ptetest Score Complete Mastery	Posttest Score Complete Mastery
308	2	28
309	13	25
310	21	46
311	8	29
312	9	33
313	14	33
315	0	40
316	16	34
317	12	36
318	27	56
319	—	39
320	7	44
321	10	32
322	16	55
323	10	40
324	9	23
325	—	36
326	9	29
327	29	37
328	0	27
329	2	18
330	3	30
331	7	28
332	13	36
333	30	43
334	0	37

CHAPTER 1 EARLY CHILDHOOD EDUCATION PROGRAM

YEAR-END EVALUATION REPORT

August, 1990

Kan Yagi
Evaluation Specialist

EVALUATION DEPARTMENT
PORTLAND PUBLIC SCHOOLS
PORTLAND, OREGON

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INTRODUCTION

The purpose of the Chapter 1 Early Childhood Education (Preschool)* Program in Portland Public Schools (PPS) is to provide educationally and economically disadvantaged children the experiences needed to ameliorate the disadvantages resulting from their circumstances. This year-end evaluation report concludes the eighteenth year of operations of the program in PPS. The report is prepared as a narrative supplement to the attached statistical report forms (Forms 581-2332 [Rev. 9/89] nm/FED1000 and Form 581-2315 [Rev. 9/88] Section C.) which are submitted to meet the requirements for the formal evaluation of the ESEA Chapter 1 program. It is organized into the following major sections: description of the program, evaluation methodology and findings, and observations and comments.

DESCRIPTION OF THE PROGRAM

Information for the program description was obtained by observations of classrooms, reviews of program documents and materials, and discussions with the staff. The description includes the following: (a) organization of the program, (b) characteristics of the student population, (c) recruitment and attendance, (d) facilities and learning materials, (e) daily educational activities, and (f) project costs.

*The term, preschool, will be used here to identify the program and students in prekindergarten. The term, early childhood education, has sometimes been used in other studies to include kindergarten and other primary grades.

Each classroom was staffed with a certified teacher and an aide. All three teachers taught in the program the last three years. The principal at the school provided on-site, day-to-day supervision of the classrooms and otherwise treated them like any others in the building. Evaluation and other administrative functions for the program were handled through the Headstart/Chapter 1 Program Coordinator's office.

Organization of the Program

The Chapter 1 Preschool Program consisted of three classrooms, which were moved from their previous location at Kenton School to Peninsula School. All classrooms were located within the main building. All held two sessions of 2½ hours daily--a total of six classes. The capacity of the program was 120 children in classes of 20 each.

Characteristics of the Student Population

Table 1 shows the geo-cultural background of the 118 students enrolled during the 1989-90 school year. Almost two-thirds were European American (63 percent), 12 percent were African American, 11 percent were Asian American, and the remaining were about equally divided between Native American and Hispanic American. The 37 percent minority enrollment is higher than the 27 percent minority enrollment for the whole district. Virtually all students resided in the North Portland area.

TABLE 1

GEO-CULTURAL COMPOSITION OF STUDENT POPULATION

Geo-cultural Group	N	Percent
European American	74	63
African American	14	12
Hispanic American	10	8
Asian American	13	11
Native American	7	6
Total	118	100

Recruitment and Attendance

Eligibility for participation in the program is based on age, residency within the boundaries of Chapter 1 school service areas, number of parents and siblings, and an appraisal of the student as "educationally deprived" using a developmental screening tool, e.g., Early Screening Inventory and items from the form used to record student achievement in the program.

Enrollment of students in the Chapter 1 preschool program is voluntary. Parents who seek to enroll students are interviewed to determine the reasons for enrolling their children, family's educational history, children's medical history, and factors that might influence the children's educational achievements positively, as well as negatively. Accommodations are usually made during the year for children who were attending preschool programs in other cities or states and seek to become enrolled in the Portland Public Schools' program.

Knowledge of the program is usually gained through word of mouth with some students referred by schools and human service agencies. The program, as well as other preschool programs in the District, have become so well-known that by the end of a school year, enrollment for the next year is virtually at capacity. A waiting list of eligible students is maintained so vacancies are filled without significant delay.

Student attendance each month is shown in Table 2 for all three classrooms combined. The percent of student attendance is determined by dividing the total days present by the total days membership. The resulting figure represents the percent of students in attendance on a typical school day. The daily average was 85 percent, which is higher than the 82 percent recorded last year, but slightly lower than the average of 86 percent over the last ten years. The average for kindergarten children for 1989-90 was 91 percent, the same as the previous year. The average for all District students was 92 percent.

Tabulations of absences for individual students for the previous seven years showed that with the exception of the 1988-89 school year, 20 to 25 percent were absent 30 days or more each year--about one day a week or more. In

TABLE 2

PERCENT STUDENT ATTENDANCE

Month	Percent
September	89
October	89
November	81
December	86
January	83
February	82
March	87
April	86
May	85
June	89

1988-89, the percent jumped to 38 percent. Staff speculated that perhaps the increase that year was due to higher incidents of drug and gang activity in the area. Data for 1989-90 showed the percent absent 30 days or more had returned to the earlier levels, 22 percent. Unfortunately, data regarding days absent for individual students in the District are not available to determine what averages for all students might be.

Facilities and Learning Materials

Each classroom was arranged with an area of tables and chairs used for the closely supervised, small group activity of the day. Another large, carpeted area was used for whole group activities, e.g., roll call, story time, sharing, music. Smaller areas were arranged to accommodate a library, playhouse, sand table, listening station, and a variety of manipulatives. Audio-visual equipment was available and shared within the school.

Arrangements were made for students to go to the library once a week. There they listened to a story read by the librarian, browsed, and selected books to be taken back to their classroom library for the week. As an individual or small group activity, children could choose the library as one of the activity areas.

Weather permitting, children were taken outdoors where they participated in large motor skills development, e.g., climbing, skipping, hopping, galloping, and in various games where the ability to follow directions and social skills were involved. Available playground equipment, painted lines, and other objects were used in these experiences.

Teachers and aides showed considerable ingenuity in designing activities and producing the quantities of consumable material being used daily. To add to the variety, students often grew plants and participated in other kinds of science-like projects. In general, the materials and equipment appeared sufficient and appropriate to facilitate meeting the instructional goals as shown on the achievement form (Appendix A).

Daily Educational Activities

Classroom arrangements, student activities, and schedule in the classrooms tended to be similar for all teachers. Surprisingly, they have remained much the same each year even though there have been a number of different teachers for the preschool classes over the last ten years. Each day usually began with a large group activity involving roll call; identification of the day, date, month, and year; and a determination of the kind of weather outside. The large group activity was usually followed by small group activities including one of which

was closely supervised, e.g., a coloring, cutting, or writing assignment. This activity was closely coordinated with the achievement goals found on the achievement record form. The closely supervised activity usually required attention to detail and was directed by the teacher or aide who provided individual instruction. Other groups met in other areas of the classroom and rotated through the closely supervised activity. Another large group activity usually followed, e.g., music/exercise activity, story time, or outdoor play. The outdoor play was usually followed by group "sharing" and preparations to end the day.

Once a week students went to the library to hear a story told or read by the librarian and to exchange their books. The preschool classes also enjoyed field trips arranged at opportune times during the year, e.g., Halloween. Throughout the year, students participated in activities of the whole school such as Christmas programs and special assemblies.

It is important to note that like other regular school classrooms, there is a long-standing precedence for much of the formal educational program, i.e., curricular goals and objectives, classroom organization, staffing, daily activities, and schedules, and as a result, individual classroom programs were alike and they have continued to be alike each year. The similarities make it reasonable to aggregate, accumulate, and compare achievement data across years for various evaluation purposes.

Although the preschool educational program as a whole has remained much the same over the years, changes in instructional practices appear to have occurred over time. Some changes may be attributed to the influences of different teachers, aides or both, that have been employed. Others may be attributed to changes that individual teachers made in response to suggestions for improving instruction. These changes over the years were not necessarily made to achieve different objectives or to change teaching styles or methods; rather, they reflect an evolution of the experiences of those involved in the program over the years. Some of the observed differences will be discussed in the Observations and Comments section of this report.

Project Costs

The budget for the 1989-90 school year was $264, 941. The major cost item, of course, was salaries and fringe benefits of instructional personnel and student transportation. An estimate of the cost-per-pupil derived by dividing the total budget by the capacity of the program (120 students) was about $2, 200.

EVALUATION METHODOLOGY AND FINDINGS

The curricula, learning activities, daily schedules, and form of instruction in each classroom appear to have remained quite similar each year even though there have been a number of different teachers involved in the program for different periods. The similarities are an important consideration for making comparisons of achievement across the years. The purpose of the comparisons is to determine if there were gross differences in outcomes possibly as a result of instructional differences across the years.

In order for a record of student achievement to be most useful, it should not only pertain to the students' current year, but to the next year as well. Preschool should be articulated with kindergarten, and information on student achievement in preschool should be useful to kindergarten teachers, particularly if developmentally appropriate instruction is to be continued. Less than complete mastery of a skill should mean exactly what it says--that a student who does not demonstrate complete mastery of a skill in a variety of circumstances should have further instruction before proceeding to higher level skills that are dependent on that skill. The form used to record preschool achievement was created with the intention of providing information to kindergarten teachers (see Appendix A). A new record form designed in cooperation with the PPS Early Childhood Specialist and teachers in the preschool program will be used in 1990-91.

It should be noted that student achievements ratings were made subjectively by the teachers who took into account their total experiences with the students up to the time the ratings were made. This method of rating was expected to yield

a more dependable measure of performance than one taken during an arranged testing session. The rating of each skill was based on the amount of attention the teacher felt still needed be given to the student; thus, the instrument was expected to be useful as an aid to instruction. Evaluations were made in seven content areas: (1) Language skills, (2) numerical concepts, (3) small motor skills, (4) social development, (5) art and music, (6) large motor skills, and (7) personal welfare.

Tables 3 through 9 show the percents of students who demonstrated complete mastery (ratings of "4") of each item in the seven content areas in Fall and Spring. Differences in the Fall and Spring percentages indicate the achievements of the students during the year. The percentages are based on students with matched Fall and Spring ratings; therefore, the number of students whose ratings were included is less than the total number enrolled during the year. Ratings of 4 (Complete Mastery) are shown for each student on the End of the Year Report Form 581-2315 (Rev 9/88) Section C. Chapter 1 Early Childhood Evaluation Form. The completed form is included at the end of this report.

Language Skills

As shown in Table 3, the percent of students demonstrating complete mastery of each language skill by the end of the school year ranged from 4 to 87 percent. The increase in percent of students who demonstrated complete mastery from Fall to Spring ranged from 3 to 58 percent, depending on the particular skill. As in the previous year, the fact that some skills were mastered by 50 percent or fewer of the students by the end of the year indicates again that the modified instrument achieved its purpose indicating where further instruction could be directed.

The most frequently achieved skills were identifying common objects, e.g., body parts, common animals, and describing objects according to colors and locations. These skills are also ones that are more commonly reinforced at home or other places outside of school. Mastery of language skills that are more characteristically associated with school, e.g., reciting rhyming combinations, giving answers to questions about a story, and writing own names was demonstrated less frequently.

It is interesting to note that a much larger number demonstrated complete mastery of writing their own names than in previous years. Last year the evaluation indicated that being able to write one's own name is a kind of personal triumph for most students at this age, and the practice should be encouraged. This is a reflection of what may be considered developmentally appropriate learning. Across the language skills, in nearly all instances, the number completely mastering each skill was higher than the last two years when the same three teachers made the ratings.

For several common language skills, the percentages of students who demonstrated complete mastery in the Fall were higher than those reported in previous years. Whether the Fall ratings are reflections of population differences or differences in teacher ratings is not known. Perhaps the observation of the teachers that the latest population of students seemed more mature than last year's was accurate.

TABLE 3

LANGUAGE SKILLS

N = 108

Language Skills	Percent Complete Mastery Fall	Spring	% Gain
Describes objects according to their characteristics:			
Colors:			
(red, yellow, blue, green, orange)	53	87	34
(purple, brown, black, pink, gray)	41	74	33
Location:			
(stove, bed, toilet, refrigerator, bathtub)	58	83	25
Uses complete sentences in talking	39	79	40
Identifies common objects:			
Body parts (mouth, ear, cheek, arm, wrist, leg, ankle)	19	77	58
Common animals (rabbit, dog, cat, bird, squirrel)	39	84	45
Farm animals (horse, chicken, cow, goat, sheep pig, duck)	30	81	51
Zoo animals (lion, tiger, monkey, elephant, seal, bear, giraffe, kangaroo, penguin)	7	58	51
Listens with increasing attention span: (tolerates longer or more complex stories presented by the teacher as the year progresses)	7	62	55
Expresses self freely and clearly: (speaks to teacher and others when needed, speaks intelligibly and audibly)	13	56	43
Demonstrates understanding of stories by giving answers to questions	1	48	47
Demonstrates aural language by repeating or rephrasing directions	3	43	40
Orally identifies four simple rhyming combinations	1	4	3
Understands and uses simple prepositional relationships: (places objects in front of, behind, beside, under, around, inside, outside, on)	41	86	45
Identifies five common letters of the alphabet	3	58	55
Writes/prints own name	6	52	46

Numerical Concepts

Table 4 shows the percent of students demonstrating complete mastery of numerical concepts. The percent showing mastery at the end of the school year ranged from 5 to 78; except for comparing sizes and quantities, the percentages were generally higher than last year. The percent that gained mastery from Fall to Spring ranged from 4 to 61, depending on the particular skill. Apparently, mastery of the concept of one more and one less is difficult to achieve. The numerical concepts shown here are typically those achieved at school and practiced infrequently at home or outside of school, so it is not surprising that so few demonstrated a high degree of skill in the Fall and acquired most of their skills in the program.

The new rating scale appears to have accomplished the purpose of showing where more room for growth in numerical concepts was possible. Opportunities that require children to place objects in order according to size, the concept of exactly one more or one less, and the concept of sets are infrequent. It is also possible that children at this age are unable to comprehend the concepts which, perhaps, accounts for the smaller percentages of students completely mastering them.

TABLE 4

NUMERICAL CONCEPTS

N = 108

Numerical Concepts	Percent Complete Mastery Fall	Spring	% Gain
Recognizes and identifies simple shapes:			
(points to and names: circle, square, triangle)	30	78	48
(points to and names: rectangle, diamond)	6	35	29
Distinguishes comparative sizes and quantities:			
(points to those objects that are identical in size within a group)	3	52	49
(points to the smallest and largest of six objects)15	4	58	54
(points to which group has more and which has less of two groups of objects, e.g., 3 pencils and 6 pencils)	1	37	36
(places in order six objects of different size)	0	6	6
Associates numerals with the quantities 1-5:			
(states orally the appropriate number when shown from one to ten objects)	11	72	61
(associates the oral numerals [zero to five] with the appropriate numerical symbol [0 to 5])	4	64	60
Begins to understand the concept of sets:			
(points to a set of objects that are placed among non-set objects)	5	38	33
Understands the concept of one more and one less:			
(points to which group contains one more object and which contains one less)	1	5	4
Understands the concept of zero:			
(states orally when zero objects of a given type are presented)	3	54	51

Small Motor Skills

Achievements of small motor skills are shown in Table 5. On the earlier achievement form, the children appeared to master most of these skills quite easily; however, the replacement of one skill and addition of another, along with changing the form of rating achievement, accomplished the purpose of showing where there was more room for growth in small motor skills. The small motor skills mastered most frequently are those students use more often in regular classroom activities. Perhaps, maturity of eye-hand coordination necessary to copy figures and pour from a pitcher is not sufficient to master these skills; therefore, the number of students completely mastering these two complex skills is small.

It is somewhat surprising to find so few students who demonstrated complete mastery of using the opposing thumb. Apparently, children at this early age still have the propensity to grasp with their whole hand, or fingers and palm. Ratings of these skills that are more influenced by physical development were generally higher than those of previous years.

TABLE 5

SMALL MOTOR SKILLS

N = 108

Small Motor Skills	Percent Complete Mastery		
	Fall	Spring	% Gain
Pinches off bits, squeezes, pounds, pats and pushes clay or dough	17	87	70
String beads	10	93	83
Manipulates puzzles	6	67	61
Holds crayons, paint brushes and pencils	6	53	47
Uses scissors correctly	7	58	51
Uses opposing thumb	8	46	38
Copy (not trace) forms (circle, square, triangle, plus)	4	30	26
Pours from pitcher to container without spilling	0	3	3

Social Development

Achievement of social skills are shown in Table 6. This category of skills was especially in need of revisions to accommodate for growth throughout the school year. Where most students were previously rated as demonstrating mastery of most skills, 50 percent and less were rated as having complete mastery. It is possible that the change in the rating method drew more attention to the inadequacies of students in social development--that some degree of guidance was still necessary for most students. With two exceptions, the percentages in Table 6 are lower than those of the previous year. Variations in percentages of complete mastery across skills are smaller than those of skills in other areas.

Gains in mastery of the skills were quite uniform across the items. As in previous years, demonstrating responsibility and being able to control aggressive behavior were, again, areas in which the extent of achievement was lower.

TABLE 6

SOCIAL DEVELOPMENT

N = 113

	Percent Complete Mastery		
Social Development	Fall	Spring	% Gain
Involves self in a variety of constructive activities	6	37	31
Shares classroom material with other children	4	24	20
Helpful and courteous to others (e.g., not reckless, bossy, or disrespectful)	7	36	29
Uses classroom materials in the appropriate fashion	6	34	28
Able to play or work in small groups of peers (e.g., does not fight, dictate, or withdraw from or submit to others)	6	26	20
Communicates with adults (e.g., does not demand excessive attention, ignore other children in favor of adults, reject adults and/or act in hostile fashion toward adults)	4	38	34
Initiates interaction with others	10	53	43
Maintains appropriate voice level	9	33	24
Avoids expressions of frustration and intolerance	1	18	17
Respects classroom rules and routines (e.g., no running, stays in line)	2	22	20
Able to encounter new situations in the classroom without fear (e.g., the student does not withdraw or lag back)	4	23	19
Demonstrates responsibility (self-discipline and motivated, safety for self and others, stays on task, solves own problems)	0	13	13

Art and Music

Achievements in art and music are shown in Table 7. Art and music were areas previously identified as being optional for evaluation purposes. Over the years, teachers routinely rated student performances on these skills and taught them like all others, so their identification as optional was dropped. The percent showing complete mastery at the end of the year ranged from 13 to 53.

Except for occasionally drawing pictures, most children do not participate in art and music outside of school as they do in the classroom. The low percentages of students demonstrating complete mastery of these skills in the Fall perhaps indicates this lack of experience children have with the specific skills on which they were evaluated. These skills are practiced quite frequently in the classrooms, and the children seem to enjoy the experiences. Many of the experiences associated with these skills were observed in unstructured situations, and the students may have perceived their behavior as being appropriate during the structured art and music activities as well.

As with the ratings of other areas, the ratings for art and music show room for growth. Like social development skills, variations in achievement among the skills were relatively small, indicating they were about equally difficult to achieve.

TABLE 7

ART AND MUSIC

N = 108

	Percent Complete Mastery		
	Fall	Spring	% Gain
Art and Music			
Participates willingly in art activities	19	77	58
Handles art media and tools appropriately	7	63	56
Participates in dance and circle games	6	45	39
Demonstrates differences between fast and slow music	22	56	34
Sings words and follows along in time to songs frequently sung in class	1	46	45
Distinguishes between loud and soft sounds	0	48	48

Large Motor Skills

Student achievements in large motor skills are shown in Table 8. Like art and music, this area was previously considered optional, but it is now included for evaluation purposes.

Physical maturity plays a major role in the development of these skills. In previous years, the ratings of students indicated that about half had completely mastered these skills before they enrolled in the Fall. Perhaps a restatement of the rating that complete mastery meant further instruction on the skill was unnecessary reminded teachers to pay closer attention to what each student was doing and resulted in fewer student ratings of complete mastery. For example, during instruction, students may hop or skip, but they may not use both feet in the prescribed manner and do so consistently. Variations in achievement among the large motor skills were large indicating some were much more difficult to achieve than others.

TABLE 8

LARGE MOTOR SKILLS

N = 108

	Percent Complete Mastery		
Large Motor Skills	Fall	Spring%	Gain
Walk on 4" board	3	56	53
Stand and run on tiptoes	27	88	61
Run fast without fear of stumbling	33	95	62
Hop in place with each foot	11	75	64
Go up and down stairs using alternate feet	6	85	79
Do a standing, feet together broad jump	0	20	20
Stand on each foot for eight seconds	1	45	44
Gallop	10	63	53
Skip on one foot with alternate foot stepping	4	28	24
Jump from a height of 18 inches	4	57	53
Throw a ball with preferred hand	2	15	13
Catch a tossed ball	0	6	6

Personal Welfare

Table 9 shows the achievements of students in personal welfare. This area was added when the form was revised. Observations in classrooms found these skills being addressed essentially every day and some skills several times a day by all teachers. These skills are useful, even essential, to the health and welfare of children, so they have been included for evaluation purposes.

Like the other areas, the percentages of students demonstrating complete mastery of each of these skills ranged considerably across skills, from 1 to 93 percent.

Learning the months, days of the week, date, and year appeared to be the most difficult to master. Although these time references as well as others, e.g., yesterday or tomorrow, are used frequently by adults in conversations with children, it is likely that a higher level of mental maturity is necessary before children can comprehend and apply the concepts appropriately. The observation that so few demonstrated mastery of the time references should not be cause for concern. Mastery of the other personal welfare concepts would seem to have greater consequences for children at this age, and it is encouraging to see larger percentages show mastery of them.

TABLE 9

PERSONAL WELFARE

N = 108

	Percent Complete Mastery		
Personal Welfare	Fall	Spring	% Gain
Use zippers and buttons	6	51	45
Put on, take off, hang up coat	24	82	58
Wash hands	27	93	66
Use bathroom facilities	48	91	43
Clean up skills	0	14	14
Avoids littering	0	5	5
Uses care and caution to avoid damage or injury	1	14	13
Knows months, days of week, date, year	0	1	1

OBSERVATIONS AND COMMENTS

The 1989-90 school year marks the 18th year of operations of the Chapter 1 Early Childhood Education program. This evaluator has been involved in the evaluation of the program for 14 years and the only evaluator for the last ten years. Over the years, I have learned about various circumstances and conditions under which the program has operated and the effect they have had on the program and its evaluation. It seems timely to discuss these circumstances and conditions and their implications for decisions about preschool programs, operations of them, and especially for evaluation and research efforts in preschool programs elsewhere.

Follow-up Studies

Beginning in 1976-77, evaluations of the Chapter 1 preschool program were designed not only to comply with program regulations by reporting student achievement each year, but also to include some follow-up studies. The purpose of these studies was to examine the effectiveness of the program by comparing performances of former preschool students with those of other groups. Some aspects of program operations were expected to be unknown and unpredictable because it was not operating in a controlled environment; nevertheless, it seemed possible to design studies to accommodate many circumstances if the program continued to operate like other regular school classrooms. Operations over several years would allow time for findings to be replicated; a condition that was critical to the design of the research.

It was expected that if three conditions remained constant or varied within acceptable limits from year to year, results of several replications could be used to demonstrate the effectiveness and generalizability of the program. First, the instructional program had to remain relatively constant; i.e., curriculum objectives, student activities, daily or weekly schedules, classroom materials, instructional methods, etc., had to be fairly comparable across classrooms and across the years. Second, the program would have to remain large enough to balance for incidental differences among staff members and their programs. Some turnover of staff anddifferent combinations of teachers and assistants in classrooms were expected; but, with large enough groups each year, staff differences were expected to be

balanced. And, third, the participating students had to be comparable from year to year. Some variations were expected in all three conditions; however, it was anticipated that the variations would not be systematic and would remain within tolerable limits.

First, the instructional program which covered nine content areas as reflected in the student achievement record has remained essentially the same to the present. Except for some observed, but acceptable, differences in individual classrooms and some differences from year to year, the schedules of activities, the activities themselves, classroom arrangements and materials, and daily instruction remained relatively constant. Observed variations were generally unique for a given classroom for a particular year and were not intended to change the existing program. Variations were generally changes a particular teacher made to improve instruction. Replications of the instructional program were judged to be satisfactory for the purposes of the research.

Second, the report available for 1976-77 showed eight preschool classrooms in operation at three sites. That year the program changed from full-day sessions to two, half-day sessions with a capacity of 20 students in each session. This marked a major change in program operations and a good time to introduce a change in evaluation; plans for follow-up studies were made at that time. In that year, 437 students were served with an average of 280 enrolled at any given time. The very next year, there were six classrooms located at five sites, again, with half-day sessions. Because funding remained at about the same level every year, the program was gradually reduced to as few as two and one-half classrooms, all located at one site (Note: A one-half classroom was one that held only one session each day). The present report for 1990 shows three classrooms, all located at one site, served 118 students with an average of about 115 enrolled at any given time.

The number of classrooms and students was reduced and so was the number of instructional staff. The size of the program was reduced to the point where incidental differences in classrooms could make a difference, especially when data for only three classrooms compared to eight were aggregated. The small

number of classrooms along with the turnover of staff made it seem more difficult for results to be replicated each year. Had the program been reduced in size, but the same staff members were retained, results from replications might have been acceptable, but because neither happened, the reliability of follow-up studies was jeopardized.

Third, the condition that the student population remain relatively constant became more tenuous as unexpected circumstances were observed. Apparent differences in conditions and characteristics of students were recognized when changes in location or other changes were made. In earlier years, classrooms were located at widely scattered sites and, at one time, served the north, northeast, and southeast areas of the District. When the classrooms were consolidated into one site, only the North Portland area was served. For research purposes, however, it was assumed that because the criteria for selecting students remained about the same and because the classrooms were located in areas served by Chapter 1, population differences would be minimal, especially for students at this age. Even though all classrooms have been housed in north Portland for the last eight years (at the same school for the first seven of these eight years), other changes appeared to have affected the characteristics of students who were enrolled.

When the classrooms were consolidated and located at one school site, many children had to be transported by bus or by parents in private cars. Previously, most children walked to school often with older siblings. Concern for the safety of the children began to increase, and perhaps due to several unfortunate incidents in the community and in the District, parents began to be required to bring their children to school or to the bus stop each day and to meet them at the same time and place every day after school. This requirement is a major commitment for parents, and it could have led to a more selected population of families whose children were served in recent years. Enrollment in preschool is voluntary, and not every parent would make such a commitment. Data showing the stability of the student population tends to support the contention that students currently being enrolled represent a more select population of families.

For the ten-year period from 1976-77 to 1985-86, the percentages of students enrolled in the program for the full school year ranged from about 35 to 75

percent with an average of about 60 percent. Four years ago, about the time the requirement on parents was made, the percentage of students enrolled the for full school year jumped from 62 to 90 percent and has remained at that level ever since. Daily attendance has always been fairly high, but it has increased more than five percent over the years.

Other indications of a more select population of students have been observed more recently in interactions of parents with their children and in relations with schools. For example, it is not unusual to see either parent display love and concern for their children when they leave them or picked them up after school; and, it is not unusual to see both parents and even other family members at events such as open house and Christmas programs where large turnouts are common. This behavior is consistent with a more stable population that is more likely to have children attend school every day. Thus, even though enrollment may be voluntary, other conditions of enrollment appeared to have had unexpected consequences on the characteristics of those who ultimately became enrolled. Research studies of preschool programs should not only document characteristics of the students, but should also document any requirements or qualifications of parents that may have affected characteristics of the students. In the Chapter 1 preschool program, it appeared that characteristics of the student populations varied in ways that replications of the program over the years were not comparable.

Follow-up studies to determine the effectiveness of the Chapter 1 preschool program were designed and conducted from 1976-77 to 1986-87. The research was based on the premise that if certain conditions of the program remained relatively constant and annual results were consistent from year to year, a causal relationship between the program and student outcomes would be demonstrated. Over the years, conditions under which the program operated appeared to change more than expected, and annual results were quite inconsistent and unexplainable. Findings for the studies were considered inconclusive. To avoid possible misinterpretations of inconsistent results, results indicating that there were or were not significant differences, the follow-up studies were discontinued. Attention was turned to finding ways to improve the program.

Program Improvement

To determine ways to improve the preschool program, a first consideration was to explicate expected outcomes for students. Classroom teachers have accepted the skills as listed on the student achievement record as objectives for the program; however, arguments for and against instruction to achieve specific skills continue. Some argue that preschool should be a period for social adjustment, while others argue that students should begin to acquire specific skills. Others argue for still other outcomes. The decision was to take cues from the teachers.

Classroom observations began to concentrate on what teachers tried to get students to do, what seemed to be acceptable to the teachers and what was not, and what they seemed to be trying to accomplish in the classroom. Observations indicated that all teachers exerted some form of control of social behaviors, especially those that were not acceptable to them. For example, behaviors such as fighting with peers, misusing and abusing property, and disrupting the class usually drew the attention of teachers. They had their own ideas of what was not acceptable, and they intervened when their tolerance limits were exceeded.

Observations also indicated that teachers exerted some control of the content of what children were expected to learn or attain. By examining daily lesson plans, listening to directions given by the teachers, observing what the children were doing, and observing interactions between teachers and students, the learning activities could be matched with specific skills on the achievement record form. After several observations of the activities of children in various circumstances, it became apparent there could be outcomes for program improvement that would avoid many controversies.

At any given time, most children were observed following directions and instruction as given by the teachers. In large groups, they sat quietly during show and tell or participated as best they could in a singing and dancing according to the music. In small groups, they colored and cut out pictures and put together puzzles as dictated by instructions or the activity. However, at any given time, several children were observed not following directions and instruction. During show and tell, they laid

on the floor and played with a classmate, and instead of dancing and singing according to the music, they jumped around and shouted playfully or did not participate at all. In small groups, they quickly colored and cut out the pictures apparently to hurry back to play. They would go from one area to another, chat with a friend, and move on until they found something interesting to do. Repeated observations showed it was not always the same children who were not following directions and instructions, although, some had a greater propensity to do so more often and for longer durations than others. It became apparent that student behavior could be viewed socially and educationally, and behavior that was simultaneously socially and educationally acceptable was approved and reinforced by teachers. The variable of "socially acceptable and educationally worthwhile behavior" was devised to describe what was considered to be the most appropriate behavior.

Identifying and classifying specific behaviors as being social, educational, or both is subjective and debatable. For example, listening while another person is speaking may sound like social behavior; however, if speakers are teachers giving direct instruction, the behavior sounds educational. To avoid controversy, the most appropriate behavior was said to be simultaneously socially acceptable and educationally worthwhile. Teachers have their ideas of what is acceptable in particular circumstances, and behaviors that are more acceptable become apparent in observations and discussions of their interactions with students. Perhaps a couple of examples will illustrate what is meant here.

Children are read a story while seated on the floor in a large group. A few children look elsewhere and do not pay attention. Some lie on the floor, roll around, and distract others. A couple in the back start a conversation. The teacher explains it is not courteous to others and reminds them to sit up, stop talking, and listen. After the class is dismissed, the teacher asks the observer what can be done to get certain children to pay attention. In small group activities, one group at a time is instructed in a coloring task. The remaining class members choose from several other unstructured activities and remain there until called to work on the coloring task. Children in these unstructured groups are not closely supervised, so they often wander from area to area, crowd into fewer areas, fight over toys, or become boisterous. When noise exceeds an acceptable level, teachers call for attention.

After the class is dismissed, the teacher complains to the observer about the difficulty of managing students in so many groups.

In large and small group activities with direct instruction, appropriate behaviors could be identified from instructions given by the teacher. In some activities without direct instruction, appropriate behaviors could be identified from the available classroom materials, e.g., painting easel or library. However, depending on the teacher, there were other activities in which appropriate behaviors could have been any number of things. For example, for a small group activity, children could choose from areas containing common toys found in the homes of most children, e.g., building blocks, toy animals, or dolls. Unless the children were supervised, the activity appeared to be largely free play.

Following many observations in classrooms and discussions with teachers, I concluded that there was not complete consensus on the extent every preschool child should be expected to engage in socially acceptable and educationally worthwhile behaviors. Some argued that all behavior of every child, i.e., behavior in classrooms, in halls, on playgrounds, and even elsewhere, can be and should be socially acceptable and educationally worthwhile. On the other hand, others argued that children need breaks and need time to be themselves, that involvement in negative behavior is a part of learning, or that they should not be pressured by being involved in educationally worthwhile activities all the time.

Pilot observations made several years ago indicated that children in kindergarten through grade three in a Chapter 1 school could be managed so socially acceptable and educationally worthwhile behavior was observed for virtually every child for virtually all of the time in classrooms, in hallways, and on playgrounds. Furthermore, the teachers indicated that students could be managed to achieve such behavior without coercion and punitive measures. They also indicated that everyone in the school must cooperate if such behavior was going to be observed and sustained year after year.

Chapter 1 preschool represents the first exposure of program children to formal education; and, as such, they should get started properly. For several years now, the teachers have been encouraged to increase the amount of time students are engaged in socially acceptable and educationally worthwhile behavior, and several, easily implemented suggestions for improvement have been made. Perhaps due to differences in philosophies, responses to the encouragement has varied. Whether due to the encouragement, qualities of the teachers themselves, characteristics of the students, or to other conditions, more appropriate behavior has been observed in the classrooms, especially during the last few years. Achievements of students have also increased over these years. Whatever the predispositions of teachers, efforts to increase socially acceptable and educationally worthwhile behavior of children in the Chapter 1 preschool program will continue.

For several years now, teachers and their assistants have been encouraged to apply instructional practices that facilitate greater student involvement in behaviors that are simultaneously socially acceptable and educationally worthwhile. Observations indicate noticeable increases in instructional practices that tend to encourage appropriate student behavior which, in turn, appears to result in increases in student achievement.

Classroom activities in which some improvement in instructional practices could be made are those in which children are given free choice of where they go. Educationally worthwhile behavior is more likely to occur spontaneously in some areas than others, e.g., library or painting easel versus the area with toy cars and animals. It is also more likely to occur when children are guided in their activities by teachers and/or educational assistants. Either way, instructional practices can be individualized and targeted for specific outcomes making the free choice activity more educationally worthwhile. Guidance can be either direct or indirect, and there is no intent to equate it with direct instruction. Evaluation should continue to focus on more efficient and effective instructional practices to maximize appropriate student behavior.

APPENDIX "A"

"PRESCHOOL STUDENT ACHIEVEMENT FORM"

Student's Name _____ Teacher's Name _____

Student's Birth Date _____

CHAPTER I EARLY CHILDHOOD EDUCATION

Achievement Rating Scale:

0 = Not introduced
1 = Introduced/being taught
2 = Still needs help
3 = Adequate/needs occasional practice
4 = Complete mastery

	Achievement Ratings	
	Fall	Spring
Language Skills		
Describes objects according to characteristics		
Colors: (red, yellow, blue, green, orange)		
(purple, brown, black, pink, gray)		
Location: (stove, bed, toilet, refrigerator, bathtub)		
Uses complete sentences in talking		
Identifies common objects:		
Body parts (mouth, ear, cheek, arm, wrist, leg, ankle)		
Common animals (rabbit, dog, cat, bird, squirrel)		
Farm animals (horse, chicken, cow, goat, sheep, pig, duck)		
Zoo animals (lion, tiger, monkey, elephant, seal, bear, giraffe, kangaroo, penguin)		
Listens with increasing attention span: (tolerates longer or more complex stories presented by the teacher as the year progresses)		
Expresses self freely and clearly: (speaks to teacher and others when needed, speaks intelligibly and audibly)		
Demonstrates understanding of stories by giving answers to questions		
Demonstrates aural language by repeating or rephrasing directions		
Orally identifies four simple rhyming combinations		
Understands and uses simple prepositional relationships: (places objects in front of, behind, beside, under, around, inside, outside, on)		
Identifies five common letters of the alphabet		
Writes/prints own name		
Numerical Concepts		
Recognizes and identifies simple shapes: (points to and names: circle, square, triangle)		
(points to and names: rectangle, diamond)		
Distinguishes comparative sizes and quantities:		
(points to those objects that are identical in size within a group)		
(points to the smallest and largest of six objects)		
(points to which group has more and which has less of two groups of objects — e.g., 3 pencils and 6 pencils		
(places in order six objects of different size)		
Associates numerals with the quantities 1 to 5:		
(states orally the appropriate number when shown from one to ten objects)		
(associates the oral numerals (zero to five) with the appropriate numerical symbol (0 to 5)		
Begins to understand the concept of sets: (points to a set of objects that are placed among non-set objects).		
Understands the concept of one more and one less: (points to which group contains one more object and which contains one less).		
Understands the concept of zero: (states orally when zero objects of a given type are presented).		
Small Motor Skills		
Pinches off bits, squeezes, pounds, pats and pushes clay or dough		
Strings beads		
Manipulates puzzles		
Holds crayons, paint brushes and pencils		
Uses scissors correctly		
Uses opposing thumb		
Copy (not trace) forms ○ □ △ +		
Pours from pitcher to container without spilling		

	Achievement Ratings	
	Fall	Spring
Social Development		
Involves self in a variety of constructive activities		
Shares classroom material with other children		
Helpful and courteous to others (e.g., not wreckless, bossy, or disrespectful)		
Uses classroom materials in the appropriate fashion		
Able to play or work in small groups of peers (e.g., does not fight, dictate, withdraw from or submit to others)		
Communicates with adults (e.g., does not demand excessive attention, ignore other children in favor of adults, reject adults and/or act in a hostile fashion toward adults)		
Initiates interaction with others		
Maintains appropriate voice level		
Avoids expressions of frustration and intolerance		
Respects classroom rules and routines (e.g., no running, stays in line)		
Able to encounter new situations in the classroom without fear (e.g., the student does not withdraw or lag back)		
Demonstrates responsibility (self-discipline and motivated, safety for self and others stays on task, solves own problems)		
Art and Music		
Participates willingly in art activities		
Handles art media and tools appropriately		
Participates in dance and circle games		
Demonstates differences between fast and slow music		
Sings words and follows along in time to songs frequently sung in class		
Distinguishes between loud and soft sounds		
Large Motor Skills		
Walk on 4" board		
Stand and run on tiptoes		
Run fast without fear of stumbling		
Hop in place on each foot		
Go up and down stairs using alternate feet		
Do a standing, feet together broad jump		
Stand on each foot for eight seconds		
Gallop		
Skip on one foot with alternate foot stepping		
Jump from a height of 18 inches		
Throw a ball with preferred hand		
Catch a tossed ball		
Personal Welfare		
Use zippers and buttons		
Put on, take off, hang up coat		
Wash hands		
Use bathroom facilities		
Use knife, fork, spoon		
Open milk carton		
Clean up skills		
Avoids littering		
Uses care and caution to avoid damage or injury		
Knows months, days of week, date, year		

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